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ABSTRACT

Intended for elementary and secondary school language arts teachers, this guide lists suggested outcomes in the development of successful communicators, based on knowledge of child development. Following an introduction, the guide discusses key considerations and procedural sugestions for developing the communications/language arts curriculum. The essential learner outcomes are then presented, divided into eight strands: (1) reading/literacy, (2) reading/literature, (3) writing, (4) speaking, (5) listening, (6) language study, (7) resource use, and (8) media literacy. These are followed by key process outcomes for introduction in grades K-4, 5-8, and 9-12. The guide then presents a communications/language arts scope and sequence chart, and a glossary of communications/language arts terms. A bibliography concludes the guide. (HTH)

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SOME ESSENTIAL LEARNER OUTCOMES IN COMMUNICATIONS/ LANGUAGE ARTS

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State of Minnesota Dept of Education

SOME ESSENTIAL LEARNER OUTCOMES IN COMMUNICATIONS/LANGUAGE ARTS

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1982

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Introduction
Communications/Language Arts
SELO

Thank you for taking the time to read this introduction. We think that the information which follows will provide you with important direction and insight regarding the K-12 Communications/Language Arts SELO.

The outcomes listed in this document are just as the acronym SELO (Some Essential Learner Outcomes) indicates -- *some*. We have not tried to list every possible outcome, but we have tried to list those which we feel are key for the development of successful communicators. We call them outcomes rather than objectives because we want to place the emphasis on the student. What should he/she know, be able to do or feel upon completion of this course of study? We, also, have written at the outcome level because it privides the level of specificity desireable for developing scope and sequence.

The developmental suggestions we have provided are just that--*suggestions*. They are based upon what is *generally* known about child development. However, teachers must also consider their own experiences with their own students. For that reason we have not listed outcomes by grade level, instead grouping them K-4, 5-8, 9-12. We think it is important that local district committees openly interact with one another in order to arrive at grade level outcomes. The developmental suggestions we have provided, along with the scope and sequence chart, should assist and inform those discussions at the local level.

It is important to note also that the state of Minnesota *does not mandate* this or any other curriculum. Districts are free to use all, part or none of what they find here. In fact, while we consider this curriculum to be theoretically and practically sound and up-to-date, we would urge local committees to consult other sources as well so that they may be assured that their final product reflects a form and content which is most useful to them.

We have divided the learner outcomes into eight major strands or categories. During the course of a K-12 school experience, a student should receive the maximum exposure possible to each strand. Some strands, such as writing, speaking and literature, will probably receive more attention than others, but no strand should be ignored.

Although the strands are listed separately it does not mean that they need be taught in isolation. On the contrary, the various strands can often be used to reinforce and support one another. An exercise in resource use is best done when it is connected to a purposeful writing or speaking assignment.

Neither does it mean that the language arts teacher has sole responsibility for teaching the outcomes listed under each strand. These outcomes are too important to be left only to the language arts teacher; skills such as those involved in speaking and writing need to be applied and reinforced throughout the school day. At the secondary level, where such reinforcement becomes more difficult to put into practice, language arts teachers should *work with* (not harangue) their colleagues in other departments in an effort to make students responsible for clear and accurate communication in all classes. Administrators can serve a very important purpose here by encouraging (and providing time for) interdepartmental cooperation and by modeling good writing, speaking and listening.

The various thinking skills (however you wish to define them) have not been listed separately, but have been embedded within the eight strands. Such skills as: ability to categorize, ability to ask and respond to literal, interpretive and evaluative questions, ability to integrate and apply new information, ability to argue deductively and inductively, ability to infer goals, ability to respond openly and creatively to varied stimuli, ability to develop and apply criteria -- all of these skills, along with others, are found throughout the eight strands.

We encourage you to look beyond the strand and the immediate activity being taught, and look at the amount and level of thinking being required of your students. How many of your activities are at the literal level? How many are at the evaluative level? Do the levels of activities match the abilities of your students? Do they reinforce poorer students and challenge brighter students?

The outcomes are organized according to knowledge, process and value. It is necessary to recognize that all three are important. Knowledge of the world is the usual goal of education, however the most lasting and useful knowledge is gained by experiencing the world (process); and knowledge apart from value is not only useless but sometimes dangerous. Please note that the process outcomes are not written at the classroom activity level; they only suggest activities. Many of the resources listed in the back contain activities.

At the end of this document you will find a glossary and a bibliography. The glossary should help to clarify any jargon you may encounter. The bibliography--annotated in some cases--will direct you toward sources which provide more detailed information on both the practical and theoretical levels.

Some Key Considerations When Developing the Communication/Language Arts Curriculum

1. Some structure and some adherence to formal curriculum is both useful and necessary. Teachers need to plan together so that they can work together. Lack of planning can lead to boredom and confusion for both teachers and students. It is important to recognize also that no student graduates from high school having had just one language arts teacher. He/she has many language arts teachers during the course of a K-12 education and not one of those teachers has total responsibility for every outcome.

2. Some monitoring and evaluation of student achievement is important. What have they (the students) accomplished? Where do they need to go next? Teachers, students and parents need to have this information available to them. Testing and monitoring instruments which do not help to answer those questions are probably not worth using. Are we really making a difference? Teachers need to know the answer to that question periodically in some way that is both convenient and purposeful.

3. We need to be "kidwatchers."[1] At any given time the kids in front of you are the curriculum. Specific goals and objectives emerge from them. Kids also need to be allowed to try things out, to make mistakes and to know that making mistakes is part of learning.

4. An awareness of developmental stages is important. Match students up with tasks which can be done but are challenging. In addition to cognitive development, appreciation for physical, social and emotional development is also important.

5. A decision needs to be made about the use and usefulness of competency-based education and mastery learning. According to Benjamin Bloom, given enough time, most of the curriculum can be mastered by most of the students.[2] However, his emphasis on specific objectives, frequent assessment, and error remediation, makes mastery learning inappropriate for those units which emphasize discovery and inductive learning. A competency based curriculum, while it can be useful in achieving clarity and direction, can also do a disservice by emphasizing only the trivial and measurable components of the curriculum.[3] (For a more extensive discussion of competency-based education and mastery learning as applied to the language arts curriculum, see Glatthorn's A Guide for Developing an English Curriculum for the Eighties, NCTE).

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[1] Yetta Goodman, "Kid-Watching: An Alternative to Testing," National Elementary Principals Journal, June 1978, pp. 41-45.

[2] Benjamin Bloom, Human Characteristics and Student Learning: A Theory of School Learning (New York: McGraw-Hill, 1976).

[3] Allan A. Glatthorn, A Guide for Developing an English Curriculum for the Eighties (Urbana, Ill.: National Council of Teachers of English,1980), pp. 105-106.

6. Thematic approaches deserve some consideration. Although current research does not tend to support this type or teaching, when done well it does encourage students to make connections between them and the events and ideas they are studying. It also provides opportunities to integrate the various strands of the language arts curriculum.

7. Don't neglect the affective needs of students. Although it does not lend itself well to the structured curriculum, affect should not be ignored. According to Allan Glatthorn, affect "...is best facilitated not by graded, structured units of study but by a sensitive teacher responding to the emergent needs of the learner."[4]

8. Don't ignore research. Although teachers often tend to rely on their own training and instincts and to question the practical application of research, some studies which have been repeated over time and in a variety of settings are hard to ignore. (Again see Glatthorn's A Guide for Developing an English Curriculum for the Eighties, NCTE. It contains a brief summary of key research).

9. Isolated drill and practice, especially with regard to grammar and mechanics, needs to be carefully evaluated. Is all the grammar drill really necessary? Is it really achieving what you think it is? A number of studies (e.g., Petrosky, 1977, & Abrahamson, 1977) claim that the isolated study of English grammar does not help a student write better and, in fact, may actually hinder development as a writer.

10. Literature provides an important and needed focus for language arts instruction. In an age of emphasis on the "basic skills," literature sometimes does not receive the attention it deserves. Good reasons for studying literature are not hard to find: (a) It provides something to read, write and talk about, (b) it provides rich opportunities for applied thinking skills (comparisons, contrasts, application of criteria, etc.), (c) it provides an opportunity for students to experience themselves and their world vicariously. (d) It provides an opportunity to use the best thinking of the past to help connect and interpret the present. It is also important that teaching not just be "about literature," but that opportunities be provided for honest inquiry -- inquiry based upon a real need to know and not just a need to fulfill teacher initiated expectations.

11. Student talk is critical to language development. Students need to practice their speaking in varied situations and for varied purposes.

12. Good teaching is ultimately (whatever the philosophical approach) good human relations. It is caring, consideration and common sense, coupled with an appropriate amount of discipline.

(Note: Some of the key ideas used in this section were drawn from Three Language/Arts Curriculum Models: Pre-Kindergarten through College, Barrett J. Mandel, ed., NCTE, 1980.)

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[4] Allan Glatthorn, A Guide for Developing Curriculum for the Eighties, p. XI.

Some Procedural Suggestions For Developing the Communications/Language Arts Curriculum

Note: What follows is a brief eight step guide which curriculum committees might choose to follow when developing or refining the school or district curriculum.

1. Arrive at a philosophical agreement. This might be accomplished by generating a series of "We Believe" statements. It is important that a committee arrive at a general agreement as to what the overall focus of the program should be. Generally, agreement at this level is not difficult to achieve. Establishing commonalities at the beginning helps to set a positive base for future discussions.
2. List existing outcomes (if they have been written down) or in some way identify what is currently being taught. (Note: That should not mean copying down the table of contents from some textbook.)
3. Compare the existing curriculum with other resources (e.g., guides from other schools or districts, this SELO, current research, etc.). Check to see if anything consistently appears (or does not appear) in other guides that is not in yours. Are you satisfied with the format of your guide? Are the outcomes in your curriculum generally consistent with major research findings?
4. Write out the new or revised guide, incorporating into it any major changes which have occurred in your district since the guide was originally written. Also include any useful information found during step three. The chart on page 67 of this SELO strand provides one useful model for displaying outcomes, K-12.
5. Review it. Give the rest of the staff some ownership by allowing them to review the document and offer suggestions. If you choose to, you might solicit opinions/comments back at step one also.
6. Make the guide a working draft or put it into effect. Before you print up the final copy you may want to try it out for part of a year.
7. The K-12 guide (if it happens to be K-12) should be translated into course outlines. Specific courses, whether they are quarter length, semester length or full year length, should reflect what is in the overall guide.
8. Develop program evaluation strategies. This step can appear at either the beginning or the end of the process. Evaluation strategies may include, but not be limited to: standardized tests, criterion-referenced tests, state assessment, various types of record-keeping techniques, questionnaires, informal evaluation and sharing by peers (other students and other teachers) and formal evaluation by department heads and administrators. Some provision for evaluation by the public might also be made.

Some Essential Learner Outcomes in Communications/Language Arts

I. READING/LITERACY

The student should develop and value competencies in word recognition, word relationships, idea relationships, and study skills.

	Knowledge		Process		Value
A-1	The student should understand the principles of word recognition and word identification.	A.	The student should be able to increase his/her reading fluency by developing and applying word analysis skills needed for decoding. The student should be able to: 1. match sounds with their symbols; 2. pronounce words clearly and correctly by using phonetic analysis skills; 3. separate words into syllables.		
A-2	The student should understand that words are best learned through frequent use in speaking, reading, writing and listening.				
B.	The student should understand word relationships, word meanings and sentence meanings.	B.	The student should interpret word and sentence meanings through various techniques. The student should be able to: 1. use his/her knowledge of prefixes and roots to help figure out meanings of words (Note: knowledge of prefixes tends to be more helpful than knowledge of roots, because there are fewer prefixes to learn and prefixes tend to have more consistent meanings. Examples: mal=bad; pre=before; post=after, etc.); 2. use the context the word appears in to help determine	B.	The student should value vocabulary building for its practical uses and for the independence it affords in reading.

C. The student should recognize that reading is comprehension.

its meaning;

3. use word order (syntax) to unlock meanings of words and sentences;
4. use prior knowledge or past associations (semantics) to determine meaning;
5. use various dictionaries to find varied and precise meanings of words.

C. The student should be able to develop his/her comprehension ability by practicing various strategies.

The student should be able to:

1. recognize details, main ideas, sequence, comparisons (as between characters or events), and relationships (as between main ideas and supporting details);
2. recall details, main ideas, sequence, comparisons and relationships;
3. infer details, main ideas, sequence, comparisons, relationships;
4. distinguish narrative writing from expository writing;
5. distinguish reality from fantasy;
6. recognize possible multiple meanings of words, sentences or longer units of discourse;
7. construct questions to be answered while reading;
8. distinguish between fact and opinion;
9. predict outcomes;
10. identify organizational patterns such as cause/effect,

C. The student should value reading as an avenue to thinking and his/her own experience and knowledge as essential elements of comprehension.

D. The student should understand the study skills of discovering, organizing, interpreting, and evaluating the information available in resource materials.

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problem/solution, comparison/contrast and opinion/example;

11. critically interpret reading material;
*12. evaluate passage-related and experience-related inferences;
13. evaluate the worth of ideas in a selection;
14. evaluate the moral value of the text itself or of various incidents or facets of the text;
15. apply reading comprehension skills to his/her own writing.

* Text- or passage-related refers to comprehension tasks which require the reader to infer information that is not explicitly stated in the text but is implicitly present in the text. Experience-related inferences require the reader to infer information that is not explicitly stated or implicitly present in the text and which must therefore be inferred from his/her experience or prior knowledge.

D. The student should make effective and purposeful use of printed material.

The student should be able to:

1. preview a reading selection by using SQ3R (survey, question, read, recite and recall), or some other approved technique;
2. use book parts, such as indexes, tables of contents,

D. The student should appreciate the importance of being able to apply a variety of learning strategies (study skills) when dealing with print.

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and prefaces, to find needed information;

3. adjust reading speed to purpose (e.g. skimming or scanning vs. more controlled pace);
4. identify the sequential and spatial relationships required in following oral and written directions;
5. employ notetaking and outlining;
6. summarize a story or nonfiction selection in his/her own words;
7. use writing to question or clarify.

II. READING/LITERATURE

The student should enjoy, respond to and interpret various kinds of literature.

Knowledge

A. The student should know that a good reader of literature is an active reader.

The student should know that:

1. a good reader brings his own knowledge and experience to the text;
2. a good reader actively responds to literature in a variety of ways;
3. a good reader poses problems and asks questions of the text.[1]

Process

A. The student should reflect, ask questions and respond to what he/she reads.

The student should be able to:

1. actively experience and become engaged in a story or poem as it is being read;
2. ask and answer a variety of questions: literal (who is telling this tale? What has happened?); interpretive (What does the story mean? What is this character like? What does this character want? How is this character

Value

A-1 The student should accept the validity of his/her own considered responses to literature.

A-2 The student should value his/her own creative expressions of literature.

like or not like me? What will happen next?); evaluative (How good is the book? What criteria is my judgment based upon?); reactive (How does it make me feel?); integrative (How does the book relate to my life?); creative (Does the book enable me to see things in new ways, to make new connections?);[2]

3. evaluate his/her own questions and answers and the questions and answers of others;
4. Pantomime the actions of a character;
5. draw the setting or one of the characters;
6. identify sequences in a series of pictures and in a story;
7. predict the outcome of a story read aloud;
8. listen to and view the responses of others, being attentive and asking appropriate questions;
9. summarize the plot;
10. rewrite a scene, changing the setting or one of the characters;
11. compare a given work with another work by the same author;
12. create an impressionistic painting or collage which suggests the mood or tone of the story or poem;

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[1] Bryant Fillion, "Reading as Inquiry: An Approach to Literature Learning," The English Journal (Champaign, Ill.: National Council of Teachers of English, January, 1981), pp. 39-45.

[2] Missouri Department of Elementary and Secondary Education, A Guide for Children's Literature K-8 (Columbia, Mo: University of Missouri, 1980), p. 13.

13. present a different version of the same story (e.g., newspaper account, slide-tape show);
14. improvise what he/she thinks a character will do next;
15. place a character in an entirely new situation and improvise how that character might act (e.g., Huckleberry Finn at a formal tea);
16. write a character sketch;
17. locate or compose background music suitable for the story or poem;
18. rewrite a scene inserting him/herself as one of the characters;
19. compare a written work with a film version of the same work;
20. critically appraise a work using tools of formal criticism (see outcomes D-G).

B. The student should know that there are many affective dimensions to literature.

The student should know that:

1. literature is written to be enjoyed;
2. enjoyment can be derived from a wide variety of literature (e.g., from popular novels to classics);
3. literature can be a vehicle for personal growth;
4. literature can stretch the imagination;
5. as a reader matures, his/her range of literature should broaden;

B. The student should be able to connect literature to his/her own life.

The student should be able to (also see various process outcomes under A):

1. use literature as a means to relax and escape;
2. use literature as a means to view and evaluate his/her own life and the lives of others;
3. use literature as a source for new ideas, new understandings;
4. use literature to enlarge his/her world view;

B-1 The student should value reading as a leisure time activity.

B-2 The student should value literature for its uniquely human perspective.

B-3 The student should appreciate literature's contribution to self-growth and understanding.

6. literature may be enjoyed publicly or privately.

C. The student should know some of the key authors, works and themes of the western tradition. (Note: Insofar as possible, the student should also recognize and have some knowledge of literature which is not part of the western tradition.)

D. The student should understand the rhetorical implications of literature and that literature reflects the purpose, values and ideas of the author.

5. use literature to develop compassion;
6. use literature to speculate about the ideas, emotions and issues of human life throughout recorded time.

C. The student should be able to identify and compare some of the key authors, works and themes of the western tradition (using criteria found elsewhere in this section). (Note: Space does not permit the listing of specific works, however, many of the books in the bibliography contain lists of classics for children, adolescents and adults. For adolescents and adults, see particularly A Guide Book for Teaching Literature [Rodriques & Badaczewski]. For Children, see A Guide for Children's Literature K-8 [Missouri Dept. of Elementary & Secondary Education]. Also see bibliography.)

D. The student should be able to identify the primary purpose of the author and explain some of the techniques he/she uses to achieve that purpose.

The student should be able to:

1. identify some of the primary purposes for writing (e.g., to inform, to persuade, to entertain);
2. describe the author's major purpose;
3. describe the audience for whom the piece seems to be intended;
4. evaluate whether the author

C. The student should appreciate his/her literacy heritage and that of other cultures.

D. The student should value material that has purpose, meaning and worth.

seems to have achieved his/her purpose in view of the audience being written for;

5. evaluate (to his or her own satisfaction) whether the author's purpose is worthy of being achieved;
6. describe the author's organizational plan;
7. describe the author's style;
8. evaluate whether the style and organization seem to fit the purpose and the audience.

E. The student should understand the basic elements of prose literature (including dramatic literature).

E. The student should be able to identify and evaluate the elements of literature in a given work.

The student should be able to:

1. define: plot, characterization, setting, theme and point of view;
2. summarize the plot of a story;
3. criticize a plot in terms of its believability and interest;
4. identify the main characters and secondary characters in a story;
5. describe the characters in terms of physical appearance and personality;
6. identify any change that occurs in a character and indicate the reason for the change;
7. describe the setting of a given work and relate its importance to the full work;
8. identify the theme of a

story;
9. evaluate the theme in terms of its significance to him/her;
10. indicate the significance of the theme for mankind;
11. identify who is telling the story;
12. determine whether the narrator is biased or impartial;
13. determine if the story would change if it were to be told by another character.

F. The student should know the literary genres and their characteristics.

F. The student should be able to classify and criticize literary works according to genre.

The student should be able to:

1. define: short story, novel, drama, poetry, essay, autobiography, biography, folk tale, myths/legends etc.;
2. identify dominant images in a poem;
3. explain how poems can vary in structure, rhythm, tone, message, etc.;
4. describe the meter and rhyme of poetry (in a general way so as not to destroy the special nature of poetry);
5. describe some of the differences between poetry and prose;
6. read poetry aloud in a fluent and convincing manner;
7. pick out the primary thesis of an essay;
8. identify an essay's supporting evidence;
9. identify the organizational scheme of an essay;

F. The student should develop reading interest in a variety of genres.

	10. compare different essays on the same topic; 11. summarize a biography or autobiography by listing the highlights of that person's life; 12. evaluate a biography's or autobiography's accuracy and authenticity by comparing biographies of the same person.	
G. The student should understand the use of literary devices.	G. The student should be able to define and give examples of literacy devices such as: irony, foreshadowing, metaphor and symbolism.	
H. The student should know that certain individuals and groups in this country are committed to censoring a wide range of literary works.	H. The student should be able to defend his/her choice of reading selection according to criteria (displayed elsewhere in this section) generally used by experienced readers.	H. The student should value the free exchange of information and ideas.

III. WRITING

The student should use writing independently as a tool for communication, learning and personal growth.

Knowledge	Process	Values
A. The student should understand that the writing process consists of a series of distinct stages, leading to a final product. (Student should also understand that for some writers these stages occur simultaneously rather than consecutively.) The student should understand	A. The student should be able to apply the writing process. 1. (Prewriting) The student should be able to: a. use writing as a means for organizing thoughts and clarifying relationships (i.e., grouping ideas under appropriate categories);	A-1 The student should value the sharing, critiquing experiences which are part of the writing process. A-2 The student should enjoy and take pride in the successful use of written language, including the pleasure of creative and constructive manipulation.

1. prewriting is a preliminary step which aids the writer in discovering, exploring and identifying purpose and audience.
2. the composing step establishes the focus and organization in a rough draft.
    a. Writing the rough draft is a circular process in which the writer moves back and forth from outline to draft to outline, modifying both focus and organization;
    b. A controlling idea needs amplification through examples and/or supporting detail;
    c. Style is both a matter of relating language to purpose and audience, as well as establishing a writing personality unique to the individual.
3. the purpose of revision is to refine the language, sharpen the focus and improve the organization, and revision is a critical step separate and distinct from composing and editing.
4. the purpose of editing is to make his/her writing conform to the conventions of written language.
    a. Conventions refers to standardized features of written language, such as spelling, capitalization, punctuation and grammar;
    b. Current handbooks or style sheets are useful

b. use writing to record and organize observations;
c. use writing to stimulate the senses and reach for words;
d. use writing to identify a controlling idea;
e. use writing to clearly identify audience and purpose.

2. (Composing) The student should be able to:
    a. state the controlling idea clearly and succinctly;
    b. establish and maintain a consistent point of view;
    c. develop a style appropriate to purpose and audience (this includes appropriate syntactic structures, concreteness in word choice and appropriate figurative language);
    d. organize according to purpose and audience;
    e. identify appropriate transitional elements (between sentences and between paragraphs);
    f. support controlling idea with appropriate examples in imaginative as well as in expository writing.
3. (Revision) The student should be able to:[3]
    a. add words to fill out meaning (expansions);
    b. change words to achieve more exact description (specifics);

A-3 The student should take pride in seeing work published and should respect the published work of others.

    references for determining prevailing views on the conventions.

5. publishing involves greater concern and consideration for audience and demands fuller attention to purpose, conventions and level of language.

    c. delete words in order to tighten sentences (economy);
    d. sharpen punctuation to make reading easier (readability);
    e. rearrange words, sentences or paragraphs to produce a more convincing order of explanation;
    f. read it aloud to others in order to determine if it "sounds right," and if it has achieved its purpose.
    g. answer the following question: "Have all the elements in the composing segment been satisfactorily achieved?"

4. (*Editing*) The student should be able to apply the conventions of writing so as to show appropriate consideration for the reader. Conventions include spelling, capitalization, punctuation, usage, grammatical accuracy and handwriting.

5. (*Publishing*) The student and teacher should consider some/all of the following questions:
    a. Is this piece of writing meant to be shared with an outside audience?
    b. Who is the outside audience?
    c. How polished a product (both in terms of content and general appearance) will this audience expect?

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[3] R.D. Walshe, "What's Basic to Tea-

ching Writing," *The English Journal* (Champaign, Ill: National Council of Teachers of English, December, 1979), pp. 55-56.

d. Where and how could this piece of writing be displayed?

(Note: Publishing student writing -- no matter how informally -- serves to provide both a reason and a reward for writing.)

B. The student should understand the various purposes and forms for writing.

The student should know:

1. the purposes of personal writing -- observing, recording, remembering, discovering, expressing, clarifying -- and the forms such writing may take;
2. the purposes of public writing -- informing, expressing, entertaining, persuading -- and the forms such writing may take;
3. that personal writing can be transformed into public writing;
4. that both personal and public writing are tools for learning in all subject areas;
5. that both personal and public writing are tools for learning and growth throughout life.

B. The student should be able to use the various purposes and forms for writing.

1. To Inform
   The student should be able to compose:
   a. reports, such as news reports, book reports and research reports;
   b. messages;
   c. business letters, friendly letters, letters of invitation, letters of acceptance and letters of application, including addressing envelopes appropriately;
   d. directions;
   e. summaries (of meetings, or lectures, of articles, etc.);
   f. descriptions;
   g. essays (including essay responses on tests);
   h. biographies or autobiographies;
   i. feature articles.
2. To Explore, Express or Entertain

B-1 The student should value writing as a personal activity fulfilling in and of itself.

B-2 The student should experience personal satisfaction and growth through writing.

B-3 The student should feel secure about his/her own ideas, as well as about his/her ability to express him/herself in written language.

B-4 The student should value the relative permanence of writing and its ability to span time and space.

The student should be able to:

- a. compose lists or do simple jotting;
- b. engage in language play for the purpose of building images, inventing words, making implausible connections and engaging in informal problem solving;
- c. compose records, as in note-taking, telephone messages, etc.;
- d. compose journals;
- e. compose poetry and short stories;
- f. compose film and TV scripts;
- g. use description to enhance narration;
- h. compose fantasies;
- i. compose feature articles;
- j. compose 'thank you' notes.

3. To persuade

The student should be able to compose:

- a. editorials;
- b. advertising;
- c. media reviews (book, film, play);
- d. job applications;
- e. essays.

4. To Clarify Thinking

The student should be able to compose:

- a. essays;
- b. journals;
- c. notes;
- d. analyses.

C. The student should understand the importance of structure,

C. The student should be able to apply the mechanics of Writing

C-1 The student should value the importance of structure and conorganization and mechanics to his/her writing.

1. Sentence Structure

(Note: Overall purpose here is to provide students with control over sentences. They should be aware of the many options available to them and they should be able to freely exercise those options. It should be noted that students best gain control by writing sentences, not by reading about them.)

The student should be able to:

a. manipulate the grammatical parts of sentences (e.g., clauses, phrases, words) to achieve the desired audience effect;
b. subordinate and coordinate ideas (Included here would be practice in understanding and applying logical links -- 'but', 'however', 'since', 'therefore', etc.);
c. expand sentences through embedding and combining (See glossary for examples);
d. reduce sentence length and complexity by eliminating unnecessary words or phrases;
e. eliminate unnecessary fragments and run-ons.

2. Paragraphing

(Overall purpose here is to allow students to discover the practical use of para-

vention in his/her own writing.

C-2 The student should be open to experimentation in written form (when such experimentation seems purposeful) -- both as a reader and writer.

C-3 The student should not be excessively judgmental about lack of structure and convention in the writing of others -- particularly if the other writer is young, a beginner or new to the language.

graphs -- that paragraphs are used to conveniently order information for readers.)

The student should be able to:

a. compose a topic sentence for a paragraph;
b. compose sentences which relate to the central topic of the paragraph;
c. order sentences in a paragraph so that they make the best possible sense to the reader;
d. vary sentence length and complexity according to the needs and demands of audience and purpose;
e. use varied methods of paragraph development: facts, examples, incident (time order), comparison /contrast, cause/effect (reasons);
f. use appropriate transitions within paragraphs and between paragraphs;
g. write paragraphs in a variety of composition types: narration (following chronological order and using exact verbs), description (arranging details effectively), exposition (limiting topic, formulating main ideas and including supporting details), persuasion (giving reasons to

support opinions);

h. relate size of paragraph to purpose (i.e., recognizing when to start a new paragraph);

i. place paragraphs appropriately within the larger structure (Arranging ideas in a multi-paragraph theme so that the needs of audience and purpose are best met);

j. write paragraphs which relate to the central purpose of the larger work;

k. write paragraphs which, in themselves, represent a completed unit of writing: a. summarization, b. essay response to a test.

3. Handwriting

(Note: Space constraints do not permit a lengthly listing of objectives under this category. Let it just be said that the focus of instruction should be related to legibility, fluency, ease and comfort. Students should be taught/allowed to write clearly and with appropriate speed. Artistic quality should not be a primary consideration.

Instruction should be organized so that a consistent approach to letter formation is presented to all students. The goal should be legibility in regular written work --

not just in handwriting drill.)

4. Capitalization

   The student should be able to:

   a. apply the most obvious capitalization rules (e.g., beginnings of sentences, various proper nouns, titles of books, etc.);
   b. consult a handbook for the application of less obvious rules.

5. Punctuation

   The student should be able to:

   a. use accurate punctuation to achieve clear meaning;
   b. use punctuation for the convenience of the reader;
   c. use accurate punctuation to reflect the pause, stress and juncture of oral language;
   d. accurately apply to real writing the most frequently used forms of punctuation (e.g., end marks, commas, apostrophe, quotation marks, and colon);
   e. proofread for accurate punctuation during the editing stage of the writing process.

6. Spelling

   The student should be able

to:

a. develop a spelling consciousness by being aware of the need for accurate spelling;
b. use the dictionary or other appropriate resource when unsure about the spelling of a word;
c. apply a few general rules or mnemonic devices to assist in spelling troublesome words;
d. apply certain basic phonetic patterns;
e. memorize the spelling of those words which defy all other conventional approaches.

7. Vocabulary

The student should be able to:

a. develop an expanded writing vocabulary through active reading and listening and by consciously "playing with language";
b. vary word choice by seeking words which best fit the desired meaning and purpose, demonstrating sensitivity to semantic considerations such as loaded or absolute terms.

8. Usage

The student should be able to:

a. apply standards in a way that is consistent with setting and purpose (e.g., "Pick up them books" conveys a clear meaning, but, in certain settings, violates a social expectation);
b. use the conventions of Edited American English when called for in written work.

9. Grammar

"We sometimes forget that grammar is a flexible description of the language, not a rigid prescription for the language. All native speakers of English understand the kinds of structures that communicate and those that do not. They realize that such utterances as "be eat food now I" are not likely to be produced in English. They intuitively recognize grammatical relationships and the relationships among sentences. In a sense, then, no one is taught grammar in school; instead, one is made conscious of what one already knows about the language.

"School should help students activate this intuitive competence into performance in their OWN writing. A study of formal grammar isolated from a student's own writing does not influence the ability to compose orally or in writing, to revise, or to think logically. Students may use grammatical terms correctly, yet not apply the grammatical concepts and principals in their own writing. Knowledge of grammatical terminology serves to provide writers with the nomenclature to talk about their own writing and that of peers. It is only through writing and talking about their own writing that students perform well grammatically."[4]

(Note: Grammatical terminology can be introduced whenever the student is mature enough to grasp it. It is questionable, however, whether much beyond the major parts of speech (i.e., verbs, nouns, adjectives, adverbs) should be introduced during the elementary years. Students can receive extensive grammar practice within their own writing without using formal terminology.

As terms are introduced, they should constantly be placed within the context of student writing and speech.)

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[4] Missouri Department of Elementary and Secondary Education; A Writing Guide for Missouri Schools K-12 (Columbia, Missouri: University of Missouri, 1979), p. 19.

IV. SPEAKING

The student should apply oral communications skills in a variety of settings for several purposes.

Knowledge	Process	Values
A. The student should recognize that two-person interaction is the basis of all communication. Student should recognize that: 1. two-person interaction is a feature of all communication; 2. growth of positive self-concept can be an important result of two-person interaction; 3. human communication is defined as the sharing and creating of meaning between two or more persons; 4. effective communication involves the effective dual use of listening and speaking skills.	A. The student should identify and practice the four sequential characteristics of two-person interaction (e.g., 2-person, small group, speaker-audience, etc.):[5] 1. joint venture (2 or more persons); 2. intrapersonal (internal monologue); 3. interpersonal (2 or more person dialogue); 4. continuous feedback.	A. The student should value empathy in two-person interactions.
B. The student should understand the effective use of the voice.	B. The student should be able to practice and evaluate vocalizations: 1. volume; 2. pitch; 3. quality; 4. rate.	B-1 The student should value effective control of the human voice. B-2 Student should value speech that is clear and articulate.
C. The student should understand communication acts which cast participants in imaginary situations (imagining). Student should understand that: 1. acting and storytelling enjoy a long and rich tradition in	C. The student should try out a variety of imaginary communication acts. The student should be able to:	C-1 The student should value imaginary communication acts as a source of pleasure and insight. C-2 The student should value the self-concept development gained through communication performances.

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[5] William S. Howell, The Empathic Communicator (Belmont, Cal.: Wadsworth Publishing, 1982).

	most cultures; 2. performing is an important and accepted means for communicating and releasing human thought and emotion; 3. performance can take several forms, from the informal to the formal; 4. the audience plays an important role in any performance.		1. tell a story about a picture; 2. create characters by using puppets; 3. perform pantomimes; 4. create different endings for stories; 5. perform improvisations; 6. create and perform a story; 7. perform stories from other cultures; 8. identify possible motivations for actions of historical figures; 9. role-play an event from history; 10. perform published literary selections-prose, poetry or drama.	C-3 The student should respect storytelling in various cultural groups.
D.	Student should understand the communication acts in which the participants offer or seek information (informing). The student should understand that: 1. information sharing is an important part of our business, cultural and social activity; 2. there are appropriate and inappropriate times for sharing information; 3. it is important, when offering information, to understand the needs of one's audience; 4. asking appropriate questions is an excellent way to gain information; 5. there are a variety of information sources, some better than others.	D.	The student should be able to use communication to offer or seek information. The student should be able to: 1. elaborate a view point; 2. describe observations clearly; 3. recognize nonverbal messages (e.g., body language, sign language, etc.); 4. ask questions effectively to gain information; 5. recognize when a message is not understood; 6. express ideas clearly and concisely; 7. summarize pertinent information; 8. give concise and accurate directions; 9. organize messages so others can understand them; 10. choose and introduce an appropriate topic for an in-	D. The student should value accurate information.

E. The student should understand the communication acts which express and respond to feelings and attitudes. (Feeling).

The student should understand that:

1. it is important to be able to express interpersonal and intrapersonal feelings to others;
2. feelings and attitudes play an important role in all communication acts;
3. feelings are best expressed at certain times, in certain places and with certain people.

F. The student should understand the communication acts which serve to maintain social relationships and to facilitate social interaction (ritualizing).

The student should understand:

1. the role and importance of ritualized social communications;
2. the minimal abilities needed to use and understand spoken English;

formative talk;

11. effectively conclude an informative talk.

E. The student should be able to apply those communication acts which deal with feelings and attitudes.

The student should be able to:

1. describe past experiences;
2. express feelings to others;
3. use puppets to express one's own feelings;
4. share feelings in appropriate situations;
5. share feelings in difficult communication situations;
6. describe another's perceptions;
7. describe one's own perceptions;
8. use non-verbal signs appropriate for a situation;
9. perceive self-concepts through the feelings of others;
10. describe differences in expressing feelings.

F. The student should be able to apply ritualizing behaviors appropriately.

The student should be able to:

1. perform typical communication rituals (e.g., informal conversation, greetings, introductions, etc.);
2. use language appropriate for time, place and audience;
3. distinguish verbal from nonverbal messages in communi-

E-1 The student should respect differences in feelings.

E-2 The student should respect differences in the expression of feelings.

3. that communication rituals vary greatly from culture to culture, even within the same language.

cation rituals;
4. participate in a group discussion;
5. identify ritual communications as opposed to other types of communications;
6. participate in culturally appropriate communication rituals;
7. identify culturally appropriate communication rituals;
8. lead a group discussion;
9. conduct a formal meeting.

G. Student should understand the communication acts which control behavior (controlling).

The student should understand:

1. persuasion as a means of controlling behavior, both positively and negatively;
2. the significance of audience - speaker interactions:
    a. speaker credibility,
    b. audience credibility.

G. The student should be able to apply the communications acts which control behavior.

The student should be able to:

1. use persuasive arguments;
2. support a position with appropriate arguments;
3. support arguments with appropriate evidence (e.g., debate, oratory, etc.);
4. analyze an audience (e.g., time, setting, etc.);
5. distinguish fact from opinions;
6. identify logical from illogical arguments (e.g., debate, extemporaneous speaking, oratory);
7. distinguish between informative and persuasive messages;
8. practice small group processes:
    a. use role perception,
    b. reward motivation,
    c. follow group goals,
    d. practice specialized group goals,

G-1 The student should value the ethical use of persuasive language.

G-2 The student should value differences in intercultural communication.

G-3 The student should appreciate and respect the existence of non-English speaking groups, groups for whom English is a second language, and groups who speak a non-standard dialect.

   - e. practice face-to-face communication,
   - f. identify group members' interactions,
   - g. identify group purpose.
9. practice public speaking:
   - a. identify and practice public speaking styles (impromptu, manuscript, extemporaneous, informal report, memorization);
   - b. identify and practice various public speaking purposes;
   - c. identify and practice organizational strategies;
   - d. use relevant information;
   - e. identify communications contexts (e.g., speaking barriers).
10. distinguish verbal from non-verbal messages in interpersonal and intrapersonal communications;
11. identify differences in communication between different cultures (e.g., racial, ethnic, socio-economic differences);
12. avoid stereo-typical expectations based on race, sex, ethnic and/or socio-economic considerations.

V. LISTENING[6]

The students should apply active listening skills in a variety of settings for several purposes.

Knowledge	Process	Value
A. The student should understand the role of listening in the communication process. Student should understand that: 1. listeners are at least equal partners in the communication process; 2. as active listeners or speakers, individuals should accept 51% minimum responsibility for effective communication; 3. generally, good listeners are well-informed and well-respected; 4. listening and speaking used effectively together determine quality communication.	A. The student should be able to apply the listening process for a variety of purposes. Student should be able to: 1. get new information; 2. use information in new situations; 3. follow oral directions; 4. practice responsible citizenship; 5. determine responsible consumer practices; 6. derive means for pleasure and enjoyment; 7. attract and maintain professional, job-related or school-related contacts; 8. attract and maintain personal friendships.	A. The student should value the role of an active listener.
B. The student should understand the characteristics of the listening process as differentiated from the hearing process. The student should know that: 1. hearing merely activates the senses; listening assigns meaning; 2. the listening process involves receiving (the psychological process of receiving aural and/or visual stimuli),	B. The student should be able to apply the various aspects of the listening process. The student should be able to: 1. hear sounds on a conscious level; 2. comprehend meaning of verbal messages; 3. evaluate his/her own ability to recognize the physical process of aural and/or vis-	

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[6] Major Source: Andrew D. Wolvin, Carolyn G. Coakley, Listening Instruction (Urbana, Ill: Clearinghouse on Reading & Communication Skills, 1979).

attending (focused perception of selected stimuli), assigning meaning (interpretation or understanding of stimuli heard and attended to) and remembering (storage of aural stimuli in the mind for the purpose of recalling them later);

3. attending behaviors are sources of external and internal stimuli.

ual stimuli (e.g., words, voice cues, non-linguistic sounds, nonverbal cues, etc.);

4. control intake of stimuli;
5. practice control of internal monologue (i.e., inner speech);
6. manage defense perceptions (i.e., emotionally-charged messages);
7. determine importance of nonverbal cues;
8. measure immediate recall, short term memory, and long term memory;
9. discriminate between organized and unorganized linguistic features in oral communication (e.g., words, sentences, paragraphs, etc.);
10. practice elimination of aural and/or visual distractions during the spoken presentation.

C. (Appreciative Listening). The student should know that we listen for appreciation in order to gain a sensory impression from the material.

The student should know that:

1. appreciative listening can be listening to music, a speaker's language style, to a film or stage production, environmental sounds or a television presentation;
2. listening for appreciation is a very individual thing;
3. awareness of background and style of the material may provide a more meaningful listening experience. (e.g.,

C. The student should be able to apply appreciative listening in a variety of ways.

The student should be able to:

1. use listening to visualize;
2. listen to recognize tone and mood;
3. listen for rhythm;
4. listen to interpret character from literary dialogue;
5. listen for the speaker's style;
6. listen to understand the effect of the speaker's or reader's vocal qualities and physical action;
7. decode the style and content

C. The student should enjoy listening for sensory impressions.

in music -- knowledge of a composer).

D. (Discriminative Listening). The student should know that discriminative listening refers to discriminating between different kinds of sounds and messages.

Student should know that:

1. discriminative listening can refer to environmental sounds (e.g., difference between different birds);
2. discriminative listening can refer to verbal messages;
3. discriminative listening can refer to nonverbal cues.

E. (Comprehensive Listening) The student should know that comprehensive listening refers to comprehending or understanding a message.

Student should know that:

1. much of what we learn comes through comprehensive listening (e.g., lectures, reports, T.V., documentaries, etc.);
2. effective comprehensive listeners should first concentrate on the message, solely

of the presentation (e.g., humor, satire, allegory, metaphor, etc.);

8. explain the effect of the audience on the listener's own responses.

D. The student should be able to apply discriminative listening in a variety of ways.

Student should be able to:

1. compare different sounds;
2. compare various environmental sounds, such as an ambulance siren, a police siren and a fire siren;
3. perceive and evaluate the existence of body movement (kinetics) and vocal expression (paralanguage);
4. distinguish facts from opinions;
5. identify emotionally loaded words or arguments;
6. discriminate deductive from inductive sequences.

E. The student should be able to demonstrate good comprehensive listening skills.

The student should be able to:

1. follow oral directions;
2. formulate and respond to simple questions;
3. recall simple sequences of words and concepts;
4. ask questions in checking for exactness in the meanings sent and received;
5. define words heard in context;

E. The student should value listening for learning.

for understanding and not for critical judgment;

3. critical judgment should be withheld until the entire message has been presented;
4. listeners retain part of what they hear; therefore the listener needs to review the message in order to gain greater retention;
5. listeners listen and think approximately 4 times faster than speakers speak; therefore the listener should use this differential to his/her advantage by internally summarizing what has been said and by anticipating what has not been said;
6. listening is a two-way communication process;
7. formal addresses are usually organized in one of several patterns (e.g., cause-effect, opinion-example, etc.);
8. it is unwise to pre-judge a speaker or message;
9. there are dangers involved in not being a flexible listener (e.g., listening only for details).

6. identify main ideas and to summarize the who, what, when, where and why of the presentation;
7. paraphrase main ideas for meaning;
8. practice vocabulary development in order to enhance comprehension;
9. maintain a listening log (i.e., an abbreviated journal);
10. identify sequence in plot development, character development and speaker argument;
11. define the denotative and connotative meanings of words;
12. outline basic information of the message in written form;
13. seek interest level in all topics;
14. identify implied meanings of a spoken message;
15. recognize implications of main ideas;
16. share message content in a nonjudgmental manner;
17. paraphrase messages of varying rates;
18. master notetaking of varying rates;
19. specify interrelationships among ideas;
20. practice attentiveness to large blocks of spoken message;
21. identify the organizational pattern of the spoken message (e.g., cause-effect, opinion-example, etc.);
22. identify time signals, tenses and articles for effective listening.

F. (Critical Listening). The student should know that a critical listener must evaluate the message in order to determine whether or not to accept the message.

The student should know that:

1. listeners respond emotionally to both the credibility of the speaker and the psychological appeals of the message;
2. good persuaders will sometimes get you to buy their product by emphasizing their own credibility and trustworthiness;
3. persuaders can draw upon a wide variety of emotional appeals (e.g., appealing to a listener's sense of achievement, adventure, curiosity, fear, power, sexual attraction, sympathy, etc.);
4. psychological appeals should support a plausible argument;
5. propaganda is a persuasive process in communication intended for large audiences, excluding face-to-face interaction (e.g., mass media).

F. The student should be able to apply a variety of critical listening skills.

The student should be able to:

1. construct standards for effective listening;
2. identify supporting information;
3. recognize false evidence, inaccurate premises and other fallacies of a presentation;
4. recognize quality of arguments and quantity of supporting facts;
5. identify logical proofs (e.g., examples, statistics, quotations, analogies);
6. draw conclusions and inferences based upon fact and not bias;
7. identify and evaluate speaker's purpose;
8. identify propaganda techniques;
9. evaluate loaded words, slogans, word choices and vocal intonations;
10. construct propositions (thesis statements) for persuasive messages;
11. evaluate speaker bias and credibility;
12. critically evaluate points of view in the spoken presentation;
13. critically evaluate hidden assumptions in the spoken presentation;
14. synthesize the critical arguments and concepts of the spoken message.

F-1 The student should value the clear and ethical use of language.

F-2 The student should value the listener who sees through sham and deception.

G. (Empathic Listening). The student should understand that empathic listening is an interpersonal, generally one-to-one form of listening in which the listener allows the speaker to talk through his/her problems and seek his/her own solutions. The student should understand that: 1. an empathic listener should avoid being judgmental; 2. an empathic listener must seek to provide a supportive climate (describe don't prescribe); 3. an empathic listener must limit his/her own feedback; 4. there is a difference between intra and inter-personal communications; 5. the communication process has been described in a variety of models and should understand how that process functions; 6. some emotional concerns require the attention of a qualified therapist.	G. The student should be able to apply empathic listening skills. The student should be able to: 1. take the time to listen to someone else's concerns; 2. recognize speaker's needs; 3. ask questions to provide support; 4. recognize the sensitivity of both speaker and listener.	G-1 The student should value people who take the time to listen to others. G-2 The student should value interpersonal listening which is done in a supportive, non-judgmental way.

VI. LANGUAGE STUDY

The student should understand that language is an arbitrary system for conveying human emotions and thought.

Knowledge	Process	Value
A. The student should recognize that language is continually changing.	A. The student should be able to compare the historical and cultural differences in words.	A-1 The student should appreciate and respect language differences based on culture and patterns of change.

The student should know that: 1. words change in meaning; 2. words change in pronunciation; 3. languages add and drop words; 4. languages change in structure.	The student should be able to: 1. define unfamiliar words using dictionaries and context clues (whether that context be print, non-print or social); 2. distinguish structural differences between and within written and oral language (e.g., word endings and word order); 3. read and pronounce words as used in various dialects, both regional and social; 4. translate past meanings of words or expressions into contemporary language; 5. translate meanings of words from one social context to another.	A-2 The student should value Standard American English as the most widely accepted dialect in this country, offering economic and social advantages. A-3 The student should accept the legitimacy of his/her own dialect as well as others. A-4 The student should value language which is free of sex and race bias.
B. The student should recognize that language has structure. The student should recognize that: 1. words can be classified as parts of speech by form and/or function; 2. words can be arranged in phrases, clauses and sentences; 3. meaning is conveyed through word order.	B. See writing section on sentences for process component.	
C. The student should be aware of the ways that language conveys meaning. The student should recognize that: 1. words are arbitrary symbols	C. The student should be able to distinguish and express ideas at the various levels of abstraction. The student should be able to: 1. identify words that have	C-1 The student should appreciate the richness, depth and versatility of the language. C-2 The student should value using the language in an ethical and responsible manner.

for things;
2. words may be either concrete or abstract;
3. words have both connotative and denotative meaning;
4. language may be verbal or nonverbal;
5. language can be used to manipulate people.

opposite meanings;
2. identify words that have the same meanings;
3. distinguish concrete words from abstract words;
4. rephrase sentences using words with differing connotations;
5. transfer back and forth between verbal and nonverbal language;
6. analyze language which is manipulative (i.e., types of persuasion or propaganda);
7. practice language manipulation as an aid in detecting manipulation.

D. The student should recognize that there are significant differences between oral and written language.

The student should recognize that:

1. oral language is the primary language and that written language is derived from oral;
2. oral language is composed of a wide variety of arbitrarily selected sounds;
3. oral language is represented by a variety of written symbols;
4. people judge and are judged by the oral and written language they use;
5. written language requires greater formality and attention to form than does oral language;
6. punctuation marks are used in written language to signal

D. The student should be able to vary his/her language according to the unique features of its oral and written forms.

The student should be able to:

1. transfer back and forth between oral and written language;
2. change the meaning of sentences by changing the punctuation used;
3. produce the written product from a dictated message, including the appropriate conventions of written English;
4. vary, structurally and stylistically, his/her oral and written language to achieve the desired effect.

D-1 The student should value both oral and written varieties of language.

D-2 The student should choose to use the conventions of written language in order to show consideration for readers.

D-3 The student should value precise articulation in order to show consideration for listeners.

stress, pitch and juncture of oral language.

VII. RESOURCE USE

The student should be able to locate and process information.

Knowledge	Process	Value
A. The student should recognize that there is a range of informative sources: 1. printed materials; 2. non-printed materials; 3. community resources (people and products).	A. The student should locate print, non-print, and community resources and materials. The student should be able to: 1. locate library media such as books, magazines, almanacs, reference sources, films, filmstrips, micro-fiche, etc., by using indexes and catalog tools; 2. locate speakers, tours, scenes, processes, etc. in the community.	A. The student should appreciate the variety and accessibility of materials available.
B. The student should recognize that each type of resource fulfills specific needs.	B. The student should determine source types which are appropriate to given topics. The student should be able to: 1. distinguish the different kinds of information found in different resources (e.g., magazines, statistical abstracts, almanacs, dictionaries, etc.); 2. distinguish among types of source materials and make a selection after considering their usefulness (e.g., current coverage in magazines; broad coverage in general	B. The student should value the opportunity of selecting specific resources to fulfill a specific need.

C. The student should recognize that his/her own experiences are resources in themselves.

The student should know that:

1. personal situations and experiences are resources;
2. memory, awareness, and knowledge are resources;
3. field trips, vacations, and spontaneous experiences are resources.

D. The student should recognize the methods for discovering, organizing, interpreting, and evaluating information.

The student should know that:

1. various sources should be used;
2. data-gathering should be planned;
3. taking relevant notes is crucial;
4. organizing and interpreting notes requires a process;
5. preparing a final report is an end result of research thinking processes.

encyclopedias; specific coverage in subject reference sources; visual coverage in films and strips; comprehensive and quick coverage in audio sources; detailed and/or fictionalized coverage in books, etc.).

C. The student should process ideas from his/her own resourcefulness.

The student should be able to:

1. organize noted ideas;
2. infer cause-effect relationships from comparisons, contrasts, and trends among the noted ideas;
3. synthesize a generalization from inferences and explain all thinking in an oral, visual, or written report.

D. The student should synthesize information through a strategic research process which exercises thinking skills.

The student should be able to:

1. identify a topic of simple, compound, or complex nature;
2. determine appropriate sources of information for the specific topic;
3. distinguish relevant ideas with notes;
4. group noted ideas by their likenesses;
5. arrange grouped ideas and sub-group them to make an outline;

C. The student should value:

1. the importance of his/her own experience and knowledge;
2. the thinking processes which lead to forming a generalization;
3. the process of sharing his/her knowledge with others orally, visually, or in writing.

D. The student should appreciate the importance of a process strategy for thinking with information.

6. infer trends, cause-effect relationships, and predictions from the ideas;
7. synthesize by forming a generalization from a variety of conclusions about the inferences;
8. develop a thesis statement;
9. assess the final report's clarity, validity, and convincing effect.

VIII. MEDIA LITERACY

The student should be able to interpret media messages.

Knowledge

A. The student should differentiate the unique styles of presentation in media.

The student should know that:

1. non-print genres are distinguishable;
2. print genres have unique characteristics.

Process

A. The student should identify, compare and contrast, the genres of media.

The student should be able to:

1. Analyze the similarities, differences, and trends in non-print formats (examples):

   -docu-drama,
   -situation comedy,
   -news magazine,
   -documentary,
   -interview,
   -detective/adventure.

2. Analyze the similarities, differences, and trends in print genres (examples):

   -'faction',
   -satire,
   -news magazine,
   -essay,

Value

A. The student should appreciate the fact that varied forms of media expression appeal to the public's varied styles of receiving messages.

	-interview, -mystery.	
B. The student should acquire knowledge about the process of creating media messages. The student should know that: 1. different media messages are designed in distinct fashions; 2. the production process is different for each medium; 3. media messages are promoted in a variety of ways.	B. The student should evaluate the steps involved in creating media messages. The student should be able to: 1. analyze a media product to determine the relationships of the components to the purpose of the overall work (e.g., analyze a record album to determine the relationship of sound, lyrics, and graphics to the purpose of the overall work); 2. compare and contrast the methods used in making a film, video tape, radio show, newspaper, and magazine; 3. distinguish the characteristic ways of promoting a book, album, or film: -trade magazine interviews -reviews, -popular media interviews, -tie-ins, -press conferences.	B. The student should appreciate the many career skills involved in creating media products.
C. The student should recognize factors in identifying the message being presented. The student should know that: 1. visual and verbal images require decoding; 2. fiction, non-fiction, and 'faction' are distinct means of expressing ideas; 3. fact, inference, and opinion	C. The student should recognize and interpret media messages. The student should be able to: 1. determine the main idea of a photograph, news article, and selection; 2. distinguish factual information from exaggeration in a docu-drama;	C. The student should value acquired skills in recognizing the authentic and the imaginative.

differentiate media messages;
4. motives of media messages are identifiable;
5. media messages often appeal to emotions such as fear, security, love, etc.

D. The student should recognize the persuasive methods inherent in some media messages.

The student should know that:

1. verbal techniques are used in messages;
2. non-verbal techniques are used in messages.

E. The student should know the advantages and disadvantages in the news presentation of each medium.

The student should know that:

1. television and radio provide brief coverage in capsulized form;
2. newspapers offer detailed information and analysis;
3. news magazines present in-

3. contrast the factual reporting of a news story with the interpretation of the event in an editorial;
4. determine the reasons for which a promotional message is being presented;
5. determine how the verbal and non-verbal persuasive language is used to play on emotional human desires and needs in an advertisement and a feature story.

D. The student should analyze the persuasive devices and language tricks used in media.

The student should be able to:

1. evaluate the euphemism, metaphor, repetition, etc., used in claims/slogans of written and spoken promotional messages (e.g., commercials, political appeals);
2. evaluate the way in which size, shape, color, camera angle, and focus influence the appeal in visual promotional messages.

E. The student should assess the unique attributes of each medium in reporting the news.

The student should analyze the presentations of an event in a variety of media:

1. news broadcasts of an event -- the length of the presentations, the amounts and types of information provided, and their infer-

D. The student should appreciate the importance of using analytical skills with media as it influences public opinion.

E. The student should appreciate the power of a multisensory experience and the insights which this variety of perspectives can bring.

depth information;

4. books extensively explore events and their impact.

F. The student should recognize potential causes which affect the media's presentations and the potential effects which these presentations have on the public.

The student should know that:

1. media are produced by human beings with human motives and interpretations;
2. media are free to produce messages for free use and interpretation by the public;
3. the public should exercise thinking skills to interpret the relationships between events and the reporting of those events by the media.

ences;

2. newspaper accounts of the same events -- the length, and the detail of the information, and their inferences;
3. news magazine articles -- the scope of the events, and their inferences;
4. books which deal more thoroughly with current events and their inferences.

F. The student should be able to make connections between a chain of events, how they are reported, and the resulting impact they have on the public.

The student should be able to:

1. determine events which link to each other in a chain of cause-effect relationships;
2. infer motives of varied media presentations about a chain of events;
3. predict long-range effects which the events could have on both a thinking and an unthinking public;
4. draw several conclusions about the cause-effect relationships between the media's reports and the public's responses.
5. form a generalization from conclusions about the impact of the media on the public.

F. The student should value the role of interpretive thinking skills in a society of expanding information and increasing media presentations.

Some Key Process Outcomes for Introduction in Grades K-12

Some Key Process
Outcomes for Introduction in Grades K-12

This section represents a general guide as to key outcomes that might be introduced in the primary, middle grade and senior high years. Some students will move far ahead of these outcomes. Others will lag behind. Keep in mind, too, that these outcomes represent only those to be introduced. At each grade level, additional outcomes will have to be reintroduced and retaught.

The outline letters and numbers used here refer back to the outlines in the previous section. Knowledge and value outcomes have not been listed in this section in order that this document not become too large to print.

Outcomes were arranged developmentally based upon theorists such as Piaget, Havighurst and Britton and the actual teaching experiences of the Communications/Language Arts SELO committee.

Some Key Process Outcomes for Introduction in Kindergarten through 4th grade:

Reading/Literacy

Student should be able to:

A. 1. match sounds with their symbols;
   2. pronounce words clearly and correctly by using phonetic analysis skills;
   3. separate words into syllables.

B. 1. use his/her knowledge of prefixes and roots to help figure out meanings of words (Note: knowledge of prefixes tends to be more helpful than knowledge of roots, because there are fewer prefixes to learn and prefixes tend to have more consistent meanings. Examples: mal=bad; pre=before; post=after, etc.);
   2. use the context the word appears in to help determine its meaning;
   3. use word order (syntax) to unlock meanings of words and sentences;
   4. use prior knowledge or past associations (semantics) to determine meaning;
   5. Use various dictionaries to find varied and precise meanings of words.

C. 1. recognize details, main ideas, sequence, comparisons (as between characters or events), and relationships (as between main ideas and supporting details);
   2. recall details, main ideas, sequence, comparisons and relationships;
   5. distinguish reality from fantasy;
   8. distinguish between fact and opinion;
   9. predict outcomes;

D. 2. use book parts, such as indexes, tables of contents, and prefaces, to find needed information;
   4. identify the sequential and spatial relationships required in following oral and written directions;
   6. summarize a story or nonfiction selection in his/her own words;

Reading/Literature

Student should be able to:

A. 1. actively experience and become engaged in a story or poem as it is being read;
   2. ask and answer a variety of questions: literal (who is telling this tale? What has happened?); interpretive (What does the story mean? What is this character like? What does this character want? How is this character like or not like me? What will happen next?); evaluative (How good is the book? What criteria is my judgment

based upon?); reactive (How does it make me feel?); integrative (How does the book related to my life?); creative (Does the book enable me to see things in new ways, to make new connections?);[2]

Note:

These various levels of questions are appropriate and important for all ages and ability levels. Obviously their application needs to be modified or expanded based upon the capability of the reader.

4. pantomime the actions of a character;
5. draw the setting or one of the characters;
6. identify sequences in a series of pictures and in a story;
7. predict the outcome of a story read aloud;
8. listen to and view the responses of others, being attentive and asking appropriate questions;
9. summarize the plot;

B. 1. use literature as a means to relax and escape;
 2. use literature as a means to view and evaluate his/her own life and the lives of others;
 3. use literature as a source for new ideas, new understandings;
 4. use literature to enlarge his/her world view;

D. 1. identify some of the primary purposes for writing (e.g., to inform, to persuade, to entertain);
 2. describe the author's major purpose;
 3. describe the audience for whom the piece seems to be intended;

E. 2. summarize the plot of a story;
 4. identify the main characters and secondary characters in a story;
 5. describe the characters in terms of physical appearance and personality;
 11. identify who is telling the story;

F. 2. identify dominant images in a poem;
 5. describe some of the differences between poetry and prose;
 11. summarize a biography or autobiography by listing the highlights of that person's life;

Writing

Student should be able to:

A.1. c. use writing to stimulate the senses and reach for words;

2.a. state the controlling idea clearly and succinctly;

3.a. add words to fill out meaning (expansions);
 b. change words to achieve more exact description (specifics);

 d. sharpen punctuation to make reading easier (readability);
 f. read it aloud to others in order to determine if it "sounds right," and if it has achieved its purpose.

4. (Editing) The student should be able to apply the conventions of writing so as to show appropriate consideration for the reader. Conventions include spelling, capitalization, punctuation, usage, grammatical accuracy and handwriting.
5. (Publishing) The student and teacher should consider some/all of the following questions:
 a. Is this piece of writing meant to be shared with an outside audience?
 b. Who is the outside audience?
 c. How polished a product (both in terms of content and general appearance) will this audience expect?
 d. Where and how could this piece of writing be displayed?

 (Note: Publishing student writing -- no matter how informally -- serves to provide both a reason and a reward for writing.)

Student should be able to compose:

B.1.a. reports, such as news reports, book reports and research reports;

b. messages;
c. business letters, friendly letters, letters of invitation, letters of acceptance and letters of application, including addressing envelopes appropriately;
d. directions;
f. descriptions;

Student should be able to:

2.a. compose lists or do simple jotting;
b. engage in language play for the purpose of building images, inventing words, making implausible connections and engaging in informal problem solving;
c. compose records, as in note-taking, telephone messages, etc.;
d. compose journals;

Student should be able to compose:

4.b. journals;
c. notes;

Student should be able to:

C.1.a. manipulate the grammatical parts of sentences (e.g., clauses, phrases, words) to achieve the desired audience effect;
e. eliminate unnecessary fragments and run-ons.

2.a. compose a topic sentence for a paragraph;
b. compose sentences which relate to the central topic of the paragraph;
c. order sentences in a paragraph so that they make the best possible sense to the reader;

3. Handwriting

(Note: Space constraints do not permit a lengthly listing of objectives under this category. Let it just be said that the focus of instruction should be related to legibility, fluency, ease and comfort. Students should be taught/allowed to write clearly and with appropriate speed. Artistic quality should not be a primary consideration.

Instruction should be organized so that a consistent approach to letter formation is presented to all students.

The goal should be legibility in regular written work -- not just in handwriting drill.)

Student should be able to:

4.a. apply the most obvious capitalization rules (e.g., beginnings of sentences, various proper nouns, titles of books, etc.);
b. consult a handbook for the application of less obvious rules.

5.a. use accurate punctuation to achieve clear meaning;
b. use punctuation for the convenience of the reader;

6.a. develop a spelling consciousness by being aware of the need for accurate spelling;
b. use the dictionary or other appropriate resource when unsure about the spelling of a word;
c. apply a few general rules or mnemonic devices to assist in spelling troublesome words;
d. apply certain basic phonetic patterns;
e. memorize the spelling of those words which defy all other conventional approaches.

7.a. develop an expanded writing vocabulary through active reading and listening and by consciously "playing with language";

8.a. apply standards in a way that is consistent with setting and purpose (e.g., "Pick up them books" conveys a clear meaning, but, in certain settings, violates a social expectation);
b. use the conventions of Edited American English when called for in written work.

9. Grammar

"We sometimes forget that grammar is a flexible description of the language, not a rigid prescription for the language. All native speakers of English understand the kinds of structures that communicate and those that do not. They realize that such utterances as "be eat food now I" are not likely to be produced in English. They intuitively recognize grammatical relationships and the relationships among sentences. In a sense, then, no one is taught grammar in school; instead, one is made conscious of what one already knows about the language.

"School should help students activate this intuitive competence into performance in their OWN writing. A study of formal grammar isolated from a student's own writing does not influence the ability to compose orally or in writing, to revise, or to think logically. Students may use grammatical terms correctly, yet not apply the grammatical concepts and principals in their own writing. Knowledge of grammatical terminology serves to provide writers with the nomenclature to talk about their own writing and that of peers. It is only through writing and talking about their own writing that students perform well grammatically."[4]

(Note: Grammatical terminology can be introduced whenever the student is mature enough to grasp it. It is questionable, however, whether much beyond the major parts of speech (i.e., verbs, nouns, adjectives, adverbs) should be introduced during the elementary years. Students can receive extensive grammar practice within their own writing without using formal terminology.

As terms are introduced, they should constantly be placed within the context of student writing and speech.)

Speaking

Student should be able to:

B. practice and evaluate vocalizations:
    1. volume,
    4. rate.

C. 1. tell a story about a picture;
    2. create characters by using puppets;
    3. perform pantomimes;
    4. create different endings for stories;

D. 1. elaborate a view point;
    2. describe observations clearly;
    3. recognize nonverbal messages (e.g., body language, sign language, etc.);
    5. share feelings in difficult communication situations;
    6. describe another's perceptions;

F. 1. perform typical communication rituals (e.g., informal conversation, greetings, introductions, etc.);
    2. use language appropriate for time, place and audience;
    3. distinguish verbal from nonverbal messages in communication rituals;
    4. participate in a group discussion;

Listening

Student should be able to:

A. 1. get new information;
    3. follow oral directions;
    8. attract and maintain personal friendships.

B. 1. hear sounds on a conscious level;
    2. comprehend meaning of verbal messages;
    3. evaluate his/her own ability to recognize the physical process of aural and/or visual stimuli (e.g., words, voice cues, non-linguistic sounds, nonverbal cues, etc.);
    4. control intake of stimuli;

C. 1. use listening to visualize;
    2. listen to recognize tone and mood;
    3. listen for rhythm;
    4. listen to interpret character from literary dialogue;

D. 1. compare different sounds;
    2. compare various environmental sounds, such as an ambulance siren, a police siren and a fire siren;
    4. ask questions effectively to gain information;
    5. recognize when a message is not understood;

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[4] Missouri Department of Elementary and Secondary Education; A Writing Guide for Missouri Schools K-12 (Columbia, Missouri: University of Missouri, 1979), p. 19.

6. express ideas clearly and concisely;

E. 1. describe past experiences;
2. express feelings to others;
3. use puppets to express one's own feelings;
4. share feelings in appropriate situations;
5. share feelings in difficult communication situations;
6. describe another's perceptions;

F. 1. perform typical communication rituals (e.g., informal conversation, greetings, introductions, etc.);
2. use language appropriate for time, place and audience;
3. distinguish verbal from nonverbal messages in communication rituals;
4. participate in a group discussion;

Language Study

Student should be able to:

A. 1. define unfamiliar words using dictionaries and context clues (whether that context be print, non-print or social);
2. distinguish structural differences between and within written and oral language (e.g., word endings and word order);

C. 1. identify words that have opposite meanings;
2. identify words that have the same meanings;

Resource Use

Student should be able to:

A. 1. locate library media such as books, magazines, almanacs, reference sources, films, filmstrips, micro-fiche, etc., by using indexes and catalog tools;

B. 1. distinguish the different kinds of information found in different resources (e.g., magazines, statistical abstracts, almanacs, dictionaries, etc.);

C. 1. organize noted ideas;

D. 1. identify a topic of simple, compound, or complex nature;
2. determine appropriate sources of information for the specific topic;

Media Literacy

Student should be able to:

C. 1. determine the main idea of a photograph, news article, and selection;

Some Key Process Outcomes for Introduction in 5th grade through 8th grade:

Reading/Literacy

Student should be able to:

C. 3. infer details, main ideas, sequence, comparisons, relationships;
4. distinguish narrative writing from expository writing;
6. recognize possible multiple meanings of words, sentences or longer units of discourse;
7. construct questions to be answered while reading;
13. evaluate the worth of ideas in a selection;

D. 1. preview a reading selection by using SQ3R (survey, question, read, recite and recall), or some other approved technique;
3. adjust reading speed to purpose (e.g. skimming or scanning vs. more controlled pace);
5. employ notetaking and outlining;
7. use writing to question or clarify.

Reading/Literature Student should be able to:

A. 2. ask and answer a variety of questions: literal (who is telling this tale? What has happened?); interpretive (What does the story mean? What is this character like? What does this character want? How is this character like or not like me? What will happen next?); evaluative (How good is the book? What criteria is my judgment based upon?); reactive (How does it make me feel?); integrative (How does the book related to my life?); creative (Does the book enable me to see things in new ways, to make new connections?);[2]
3. evaluate his/her own questions and answers and the questions and answers of others;
10. rewrite a scene, changing the setting or one of the characters;
11. compare a given work with another work by the same author;
12. create an impressionistic painting or collage which suggests the mood or tone of the story or poem;
13. present a different version of the same story (e.g., newspaper account, slide-tape show);
14. improvise what he/she thinks a character will do next;
15. place a character in an entirely new situation and improvise how that character might act (e.g., Huckleberry Finn at a formal tea);

B. 5. use literature to develop compassion;

D. 4. evaluate whether the author seems to have achieved his/her purpose in view of the audience being written for;
5. evaluate (to his or her own satisfaction) whether the author's purpose is worthy of being achieved;

E. 1. define: plot, characterization, setting, theme and point of view;
3. criticize a plot in terms of its believability and interest;
6. identify any change that occurs in a character and indicate the reason for the change;
7. describe the setting of a given work and relate its importance to the full work;
8. identify the theme of a story;
9. evaluate the theme in terms of its significance to him/her;

F. 1. define: short story, novel, drama, poetry, essay, autobiography, biography, folk tale, myths/legends etc.;
3. explain how poems can vary in structure, rhythm, tone, message, etc.;
4. describe the meter and rhyme of poetry (in a general way so as not to destroy the special nature of poetry);
6. read poetry aloud in a fluent and convincing manner;
7. pick out the primary thesis of an essay;
8. identify an essay's support-

ing evidence;

12. evaluate a biography's or autobiography's accuracy and authenticity by comparing biographies of the same person.

Writing

Student should be able to:

A.1.a. use writing as a means for organizing thoughts and clarifying relationships (i.e., grouping ideas under appropriate categories);
b. use writing to record and organize observations;
c. use writing to stimulate the senses and reach for words;
d. use writing to identify a controlling idea;
e. use writing to clearly identify audience and purpose.
2.b. establish and maintain a consistent point of view;
e. identify appropriate transitional elements (between sentences and between paragraphs);
f. support controlling idea with appropriate examples in imaginative as well as in expository writing.
3.c. delete words in order to tighten sentences (economy);
e. rearrange words, sentences or paragraphs to produce a more convincing order of explanation;
g. answer the following question: "Have all the elements in the composing segment been satisfactorily achieved?"

Student should be able to compose:

B.1.e. summaries (of meetings, or lectures, of articles, etc.);

Student should be able to:

2.e. compose poetry and short stories;
f. compose film and TV scripts;
g. use description to enhance narration;
h. compose fantasies;
i. compose feature articles;
j. compose 'thank you' notes.

3.b. advertising;

C.1.b. subordinate and coordinate ideas (Included here would be practice in understanding and applying logical links -- 'but', 'however', 'since', 'therefore', etc.);
c. expand sentences through embedding and combining (See glossary for examples);
d. reduce sentence length and complexity by eliminating unnecessary words or phrases;
2.d. vary sentence length and complexity according to the needs and demands of audience and purpose;
f. use appropriate transitions within paragraphs and between paragraphs;
5.c. use accurate punctuation to reflect the pause, stress and juncture of oral language;
d. accurately apply to real writing the most frequently used forms of punctuation (e.g., end marks, commas, apostrophe, quotation marks, and colon);
7.b. vary word choice by seeking words which best fit the desired meaning and purpose, demonstrating sensitivity to semantic considerations such as loaded or absolute terms.

Speaking

Student should be able to:

C. 5. perform improvisations;
6. create and perform a story;
7. perform stories from other cultures;
8. identify possible motivations for actions of historical figures;
9. role-play an event from history;
10. perform published literary selections, prose, poetry or drama.

D. 7. summarize pertinent information;
8. give concise and accurate directions;
9. organize messages so others can understand them;
10. choose and introduce an appropriate topic for an informative talk;
11. effectively conclude an informative talk.

E. 7. describe one's own perceptions;
8. use non-verbal signs appropriate for a situation;
9. perceive self-concepts

through the feelings of others;

10. describe differences in expressing feelings.

F. 5. identify ritual communications as opposed to other types of communications;

6. participate in culturally appropriate communication rituals;

7. identify culturally appropriate communication rituals;

8. lead a group discussion;

G. 1. use persuasive arguments;

2. support a position with appropriate arguments;

3. support arguments with appropriate evidence (e.g., debate, oratory, etc.);

4. analyze an audience (e.g., time, setting, etc.);

5. distinguish fact from opinions;

12. Avoid stereo-typical expectations based on race, sex, ethnic and/or socio-economic considerations.

Listening

Student should be able to:

A. 2. use information in new situations;

4. practice responsible citizenship;

5. determine responsible consumer practices;

6. derive means for pleasure and enjoyment;

100 7. attract and maintain professional, job-related or school-related contacts;

B. 5. practice control of internal monologue (i.e., inner speech);

6. manage defense perceptions (i.e., emotionally-charged messages);

9. discriminate between organized and unorganized linguistic features in oral communication (e.g., words, sentences, paragraphs, etc.);

C. 5. listen for the speaker's style;

6. listen to understand the effect of the speaker's or reader's vocal qualities and physical action;

7. decode the style and content of the presentation (e.g., humor, satire, allegory, metaphor, etc.);

8. explain the effect of the audience on the listener's own responses.

D. 3. perceive and evaluate the existence of body movement (kinetics) and vocal expression (paralanguage);

4. distinguish facts from opinions;

5. identify emotionally loaded words or arguments;

E. 5. define words heard in context;

6. identify main ideas and to summarize the who, what, when, where and why of the presentation;

7. paraphrase main ideas for meaning;

8. practice vocabulary development in order to enhance comprehension;

9. maintain a listening log (i.e., an abbreviated journal);

10. identify sequence in plot development, character development and speaker argument;

11. define the denotative and connotative meanings of words;

12. outline basic information of the message in written form;

13. seek interest level in all topics;

14. identify implied meanings of a spoken message;

F. 2. identify supporting information;

3. recognize false evidence, inaccurate premises and other fallacies of a presentation;

7. identify and evaluate speaker's purpose;

8. identify propaganda techniques;

G. 2. recognize speaker's needs;

Language Study

Student should be able to: 10

A. 3. read and pronounce words as used in various dialects, both regional and social;

4. translate past meanings of words or expressions into contemporary language;

B. See writing section on sentences for process component.

C. 3. distinguish concrete words from abstract words;
   4. rephrase sentences using words with differing connotations;

D. 1. transfer back and forth between oral and written language;
   2. change the meaning of sentences by changing the punctuation used;

Resource Use

Student should be able to:

A. 2. locate speakers, tours, scenes, processes, etc. in the community.

B. 2. distinguish among types of source materials and make a selection after considering their usefulness (e.g., current coverage in magazines; broad coverage in general encyclopedias; specific coverage in subject reference sources; visual coverage in films and strips; comprehensive and quick coverage in audio sources; detailed and/or fictionalized coverage in books, etc.).

C. 2. infer cause-effect relationships from comparisons, contrasts, and trends among the noted ideas;

D. 3. distinguish relevant ideas with notes;
   4. group noted ideas by their likenesses;
   5. arrange grouped ideas and sub-group them to make an outline;
   6. infer trends, cause-effect relationships, and predictions from the ideas;
   7. synthesize by forming a generalization from a variety of conclusions about the inferences;
   8. develop a thesis statement;

Media Literacy

Student should be able to:

B. 1. analyze a media product to determine the relationships of the components to the purpose of the overall work (e.g., analyze a record album to determine the relationship of sound, lyrics, and graphics to the purpose of the overall work);
   2. compare and contrast the methods used in making a film, video tape, radio show, newspaper, and magazine;

C. 2. distinguish factual information from exaggeration in a docu-drama;
   3. contrast the factual reporting of a news story with the interpretation of the event in an editorial;
   4. determine the reasons for which a promotional message is being presented;

D. 1. evaluate the euphemism, metaphor, repetition, etc., used in claims/slogans of written and spoken promotional messages (e.g., commercials, political appeals);

Student should analyze the presentations of an event in a variety of media:

E. 1. news broadcasts of an event -- the length of the presentations, the amounts and types of information provided, and their inferences;
   2. newspaper accounts of the same events -- the length, and the detail of the information, and their inferences;

Student should be able to:

F. 1. determine events which link to each other in a chain of cause-effect relationships;
   2. infer motives of varied media presentations about a chain of events;

Some Key Process outcomes for Introduction in 9th grade through 12th grade:

Reading/Literacy

Student should be able to:

C. 10. identify organizational patterns such as cause/effect, problem/solution, comparison/contrast and opinion/-example;
   11. critically interpret reading material;
   12. evaluate passage-related and experience-related inferences;
   13. evaluate the worth of ideas in a selection;
   14. evaluate the moral value of the text itself or of various incidents or facets of the text;
   15. apply reading comprehension skills to his/her own writing.

Reading/Literature

Student should be able to:

A. 16. write a character sketch;
   17. locate or compose background music suitable for the story or poem;
   18. rewrite a scene inserting him/herself as one of the characters;
   19. compare a written work with a film version of the same work;
   20. critically appraise a work using tools of formal criticism (see outcomes D-G).

B. 6. use literature to speculate about the ideas, emotions and issues of human life throughout recorded time.

C. The student should be able to identify and compare some of the key authors, works and themes of the western tradition (using criteria found elsewhere in this section). (Note: Space does not permit the listing of specific works, however, many of the books in the bibliography contain lists of classics for children, adolescents and adults. For adolescent and adults, see particularly A Guide Book for Teaching Literature [Rodriques & Badaczewski]. For Children, see A Guide for Children's Literature K-8 [Missouri Dept. of Elementary & Secondary Education]. Also see bibliography.)

D. 6. describe the author's organizational plan;
   7. describe the author's style;
   8. evaluate whether the style and organization seem to fit the purpose and the audience.

E. 10. indicate the significance of the theme for mankind;
   12. determine whether the narrator is biased or impartial;
   13. determine if the story would change if it were to be told by another character.

F. 9. identify the organizational scheme of an essay;
   10. compare different essays on the same topic;

G. The student should be able to define and give examples of literacy devices such as: irony, foreshadowing, metaphor and symbolism.

H. The student should be able to defend his/her choice of reading selection according to criteria (displayed elsewhere in this section) generally used by experienced readers.

Writing

Student should be able to:

A.2.c. develop a style appropriate to purpose and audience (this includes appropriate syntactic structures, concreteness in word choice and appropriate figurative language);
   d. organize according to purpose and audience;

Student should be able to compose:

B.1.g. essays (including essay responses on tests);
   h. biographies or autobiographies;
   i. feature articles.
3.a. editorials;
   c. media reviews (book, film, play);
   d. job applications;
   e. essays.
4.a. essays;

d. analyses.

Student should be able to:

C.2.e. use varied methods of paragraph development: facts, examples, incident (time order), comparison/contrast, cause/effect (reasons);
g. write paragraphs in a variety of composition types: narration (following chronological order and using exact verbs), description (arranging details effectively), exposition (limiting topic, formulating main ideas and including supporting details), persuasion (giving reasons to support opinions);
h. relate size of paragraph to purpose (i.e., recognizing when to start a new paragraph);
i. place paragraphs appropriately within the larger structure (Arranging ideas in a multiparagraph theme so that the needs of audience and purpose are best met);
j. write paragraphs which relate to the central purpose of the larger work;
k. write paragraphs which, in themselves, represent a completed unit of writing: a. summarization, b. essay response to a test.

Speaking

Student should be able to identify and practice:

A. 1. joint venture (2 or more persons);
2. intrapersonal (internal monologue);
3. interpersonal (2 or more person dialogue);
4. continuous feedback.

B. practice and evaluate vocalizations:
2. pitch,
3. quality,

Student should be able to:

F. 9. conduct a formal meeting.

G. 6. identify logical from illogical arguments (e.g., debate, extemporaneous speaking, oratory);
7. distinguish between informative and persuasive messages;
8. practice small group processes;
9. practice public speaking;
10. distinguish verbal from nonverbal messages in interpersonal and intrapersonal communications;
12. avoid stereo-typical expectations based on race, sex, ethnic and/or socio-economic considerations.

Listening

Student should be able to:

B. 7. determine importance of nonverbal cues;
8. measure immediate recall, short term memory, and long term memory;
10. practice elimination of aural and/or visual distractions during the spoken presentation.

D. 6. discriminate deductive from inductive sequences.

E. 15. recognize implications of main ideas;
16. share message content in a nonjudgmental manner;
17. paraphrase messages of varying rates;
18. master notetaking of varying rates;
19. specify interrelationships among ideas;
20. practice attentiveness to large blocks of spoken message;
21. identify the organizational pattern of the spoken message (e.g., cause-effect, opinion-example, etc.);
22. identify time signals, tenses and articles for effective listening.

F. 4. recognize quality of arguments and quantity of supporting facts;
5. identify logical proofs (e.g., examples, statistics, quotations, analogies);
6. draw conclusions and inferences based upon fact and not bias;
9. evaluate loaded words, slogans, word choices and vocal intonations;
10. construct propositions (thesis statements) for persua-

sive messages;

11. evaluate speaker bias and credibility;
12. critically evaluate points of view in the spoken presentation;
13. critically evaluate hidden assumptions in the spoken presentation;
14. synthesize the critical arguments and concepts of the spoken message.

G. 3. ask questions to provide support;
4. recognize the sensitivity of both speaker and listener.

Language Study

Student should be able to:

A. 5. translate meanings of words from one social context to another.

C. 5. transfer back and forth between verbal and nonverbal language;
6. analyze language which is manipulative (i.e., types of persuasion or propaganda);
7. practice language manipulation as an aid in detecting manipulation.

D. 3. produce the written product from a dictated message, including the appropriate conventions of written English;
4. vary, structurally and stylistically, his/her oral and written language to achieve the desired effect.

Resource Use

Student should be able to:

C. 3. synthesize a generalization from inferences and explain all thinking in an oral, visual or written report.

D. 9. assess the final report's clarity, validity, and convincing effect.

Media Literacy

A. The student should identify, compare and contrast, the genres of media.

The student should be able to:

1. Analyze the similarities, differences, and trends in nonprint formats (examples):

-docu-drama,
-situation comedy,
-news magazine,
-documentary,
-interview,
-detective/adventure.

B. 3. distinguish the characteristic ways of promoting a book, album, or film:

-trade magazine interviews,
-reviews,
-popular media interviews,
-tie-ins,
-press conferences.

C. 5. determine how the verbal and non-verbal persuasive language is used to play on emotional human desires and needs in an advertisement and a feature story.

D. 2. evaluate the way in which size, shape, color, camera angle, and focus influence the appeal in visual promotional messages.

Student should analyze the presentations of an event in a variety of media:

E. 3. news magazine articles -- the scope of the events, and their inferences;
4. books which deal more thoroughly with current events and their inferences.

Student should be able to:

F. 3. predict long-range effects which the events could have on both a thinking and an unthinking public;
4. draw several conclusions about the cause-effect relationships between the media's reports and the public's responses.
5. form a generalization from conclusions about the impact of the media on the public.

A local Communications/Language arts committee examining the district/school level instructional plan for Communications/Language Arts could use the following instrument as a guide for identifying and sequencing the fundamental outcomes for instruction. The instrument allows the committee to assess each strand and outcome by grade level and sequence it according to the key.

For purposes of clarification, the four levels or categories being used in this document are called strands, domains, headings and outcomes. A strand (represented in the outline as roman numerals I-VIII) would be one of the eight major sections (e.g. writing or speaking) of the Communications/Language arts curriculum--called strands in order to suggest the strands of a rope which can exist independently but which are much stronger when woven together into one unit. Domains refer to knowledge, process or value (K, P, or V). Headings are represented by capital letters and serve to organize the outcomes into major categories. Outcomes are what kids should know, do or feel and these are represented in the outline by numbers (or numbers plus small case letters as with certain writing and speaking outcomes).

Example 1

KEY: Sequence of Instruction

I Introduce Concept/Skill

H Heavy Emphasis

M Mastery

R Reinforce

Strand	Domain	Heading	Outcome														
									Middle School								
				Primary				Intermediate			Junior High			Senior High			
				K	1	2	3	4	5	6	7	8	9	10	11	12	
III	P	B	2a				I	I	H	H	M	R	——	——	——	→	

In the above example, a Communications/Language Arts committee has decided that the topic sentence (outcome 2a from the writing strand) will be introduced in 3rd grade and again in 4th grade. It will receive heavy emphasis in 5th and 6th grade, be mastered in 7th grade and reinforced thereafter.

Example 2

KEY: IM Initial Mastery

AM Advanced Mastery

										Middle School							
				Primary				Intermediate			Junior High			Senior High			
Strand	Domain	Heading	Outcomes	K	1	2	3	4	5	6	7	8	9	10	11	12	
III	P	B	1a				I	H	H	IM	R	R	R	AM	R	→	

In this second example, report writing (writing outcome 1a) is introduced in 3rd grade, receives heavy emphasis in 4 and 5 and initial mastery in 6. Reinforcement occurs at 7 with advanced mastery at 10. Additional reinforcement occurs thereafter.

The IM and AM are added for this outcome for the following reasons: 1) It is a complex outcome, one which may be mastered on more than one level. 2) As a student matures, mastery expectations should change. A 10th grade book report should be much more perceptive and comprehensive than a 6th grade book report.

The first example, the topic sentence, represents a more concrete outcome, one which probably does not require additional special attention in the form of advanced mastery. While nearly any outcome could be given advanced mastery treatment, committees should be selective in applying it so that the curriculum does not become too long and too prescriptive. The curriculum should direct the teacher but not stifle him/her.

A helpful principle to remember regarding all aspects of the curriculum is: when in doubt leave it out. The larger a curriculum guide is the less it tends to get used.

Finally, please keep in mind that what is shown here is one way of arranging instructional outcomes. Others exist. Local committees, depending upon school/district priorities, may want to alter this format and add or delete outcomes.

Glossary of Communications/Language Arts Terms

Argumentation - A classification or form of discourse having as its function to convince or persuade an audience or to prove or refute a point of view or an issue.

Audience - The person(s) for whom one writes or speaks.

Characterization - The manner by which an author reveals or displays the characters in a story. Characters may be revealed through their actions, their statements, statements made about them by other characters and statements made about them by the author.

Clause - A sentence part containing a subject and a verb.

Conferencing - Working with students, in an individualized or small group setting, throughout the writing process to help them evaluate, revise, and edit their own writing -- can be done through discussion or questioning.

Composing - The on-going process of writing, including thinking, formulating, revising, proofreading, etc.

Creative Writing - Personal; imaginative writing.

Dialect - A variation of the language. The variation may be due to differences in grammar, meaning or pronunciation.

Regional dialect: language variations which are characteristic of a particular part of the country.

Social dialect: language variations which are characteristic of specific social groups.

Diction - Manner of expression in words; choice of words; wording.

Docu-drama - A documentary presented as drama.

Documentary - A television or motion-picture presentation of factual, political, social or historical events or circumstances.

Draft - A rough or preliminary sketch of a writing.

Dyad - Two people involved together in an act of communication.

Edit - Reading to see if meaning is clear.

Embedding - Taking a thought or sentence and placing it inside another sentence, as a structure which is itself no longer a sentence in form.

Example: Mary had finished her homework. She went to bed.

Embedded result: Mary, after finishing her homework, went to bed.

Essay - A short literary composition dealing with a single subject, usually from a personal point of view and without attempting completeness.

Exposition - Explanation of facts, ideas, or process.

Faction - A publication - usually a novel - which is partly fact and partly fiction.

Foreshadowing - A literary technique whereby the author subtly prepares the reader for what is to come by planting carefully selected details.

Fragment - Part of a sentence; often wrongly punctuated as a sentence.

Genre - The distinct types or categories into which literary works are grouped. Examples would include novel, short story, essay, etc.

Grammar - The study of a language, its forms and operations:

a) Traditional -- emphasizes parts of speech and diagramming. It prescribes how the model should operate, based on the model of Latin.

b) Structural - emphasizes the structural clues provided by the language. For example, in the nonsense sentence, "The rinky bink boofed his blap", word order and word endings provide meaning clues even though the words themselves have no meaning. We know "bink" is a noun because it follows "the". "Boofed" is a verb because it follows the noun and because it has the "ed" ending, etc.

c) Transformational - describes how sentences are generated. Rules are formulated for generating any English sentence. Unlike traditional grammar, structural and transformational grammar attempt to describe how the English language actually functions.

Holistic Evaluation - Scoring students' work by a method that looks at the entire product rather than giving attention to the parts only.

Impressionistic - From the perspective of a painter, to represent something as it is seen or felt by himself/herself at a single passing moment; to be more concerned with feeling or atmosphere than with precise reality.

Inflection - 1. an alteration in pitch or tone of the voice; 2. an alteration of the form of a word to indicate different grammatical functions, (e.g., "ran" is the past form of the verb "run").

Irony - A figure of speech in which the actual intent is carried by words which have the opposite meaning. For example, using words of praise to imply blame, as in Marc Antony's insistence that "Brutus is an honorable man".

Juncture - Refers to the pauses, stops and starts in our speech patterns.

Kernel Sentence - A simple declarative sentence to which other elements may be attached or embedded.

Linguistics - The science of a language.

Media - All forms and channels used in the process of transmitting information. Both print and nonprint materials and their accompanying technologies are included.

Medium - A channel of communication; the singular form of media.

Metaphor - A figure of speech that makes a comparison between two things that are basically dissimilar: "Life is a vale of tears" and "Life is a dream" are examples of metaphors. Unlike a simile, a metaphor does not use a connective word such as like or as.

Peer Evaluation - Proofreading, editing or scoring done by students prior to a paper being submitted.

Phrase - A group of related words, not containing subject and verb.

Pitch - Relates to how high or how low we say speech sounds; the rise and fall of the voice.

Plot - A series of planned, interrelated actions progressing through a conflict to a resolution.

Point of View - The vantage point from which the author presents the actions of a story.

Prewriting - The invention and design phase of writing. Begin by talking, reading, sharing ideas, imitating, listening, question asking, listing, jotting, thinking audience, making choices, etc.

Revision - The act of "fixing" a piece of writing, making it right; may involve changes or alterations affecting individual words, sentences, paragraphs or whole compositions.

Scan - Reading to get a specific piece of information (e.g., sports scores or telephone numbers).

Semantics - Language study dealing with the development and changes of meaning.

Sentence Combining - Combining several thoughts into one sentence using a variety of ways to say the same thing:

Example:

The man was slender.
The man was masked.
The man slipped by the security guard.

Combined result: The slender, masked man slipped by the security guard.

Sentence Expansion - The enrichment of sentences by the addition of a variety of modifiers: adjectives, adverbials, appositives, etc. The student selects his/her own words, phrases and clauses and inserts them in appropriate places in the sentences.

Example:

Kernal Sentence: The man walked to town.

Expanded Version: The slender gentleman, pretending to use a cane, hobbled into town just as the president began to speak.

Sentence Reduction - Simplifying long sentences by eliminating function words, modifiers, and repeated words.

Setting - The physical and sometimes spiritual background against which the action of a narrative take place. Setting includes time (e.g., period of history, season of year, etc.).

Skim - To read over quickly in order to get the general idea.

Slotting - Inserting words that will occupy the positions of key nouns, verbs, predicate nouns, adjectives, adverbs, etc., in the basic (kernel) sentences. The student chooses appropriate words or synonyms from oral or sight vocabulary to fill in slots at strategic places in the sentences.

Example: Across the __________, we could see many ___________ as they ____________ in our direction.

SQ3R - A study skills formula designed to enhance reading comprehension. It stands for: Survey, Question, Read, Recite, Review.

Stress - Refers to the loudness or softness of the speech sound.

Symbol - Any object, person, place or action that has a meaning in itself and that also stands for something larger than itself, such as a quality, an attitude, a belief or a value. For example, a rose is often a symbol of love. A skull is frequently used as a symbol of death.

Syntax - Sentence structure; the arrangement of words into sentences; the relationship of sentences and sentence parts.

Theme - The central or dominating idea in a literary work.

Thesis - A proposition (subject or statement) to be maintained or defended in argument.

Tie-in - Promoting a media product (e.g., T.V. program, movie, etc.) through the use of a commercial sales item (e.g., the movie Star Trek led to the sales of Star Trek T-shirts, mugs, posters, etc.).

Trade Magazine - A magazine published regularly by a particular business or industry to give pertinent news and developments.

Usage - The way in which a word, phrase, etc., is used to express a particular idea; a customary or approved manner of using words.

Bibliography

What follows is a partial bibliography, annotated in some cases, which covers the eight strands presented in this SELO. Resources listed under the strands of reading/literacy, reading/literature, writing and language study are all available from the National Council of Teachers of English. The NCTE Publications Catalogue contains annotations and prices for each of these entries and is available (at no cost) by writing to NCTE, 1111 Kenyon Road, Urbana, Illinois 61801.

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Weaver presents listening behavior as part of the communication process in a framework of social and psychological theory. He offers strategies for changing listening behavior and appendices on teaching and testing listening.

Wolvin, A. D. and Coakley, C. G. Listening Instruction. Falls Church, VA: Speech Communication Association, 1979.

For high school and college instructors teaching units or courses in listening fundamentals. Discusses listening process and its importance, examines five purposes for listening and tells how teachers can help students improve their listening skills. Provides 38 exercises keyed to increase students' listening skills.

Strand VI - Language Study (All available through NCTE)

Burack, Evelyn Gott and McDavid, Jr., Raven I. Our Changing Language. NCTE, 1965, One 12" mono record, 33 1/3 rpm.

Cowley, Sharon, editor. The English Language: Issues in Study and Teaching. NCTE, 1977, 71pp.

Creswell, Thomas J. Usage in Dictionaries and Dictionaries of Usage. University of Alabama Press for the American Dialect Society, S.C., 1975, 212pp.

Dieterich, Daniel, editor, Committee on Public Doublespeak. Teaching About Doublespeak. NCTE, 1976, 218pp.

Elgin, Suzette Haden. A Primer of Transformational Grammar: For Rank Beginners. NCTE, 1975, 25pp.

Elley, W. B., Braham, I. H., Lamb, H. and Wyllie, M., editors. The Role of Grammar in a Secondary School Curriculum. New Zealand Council for Educational Research S., 1979, 109pp.

Gere, Anne and Smith, Eugene. Attitudes, Language and Change. NCTE, 1979, 108pp.

Hugh, Rank editor. Language and Public Policy. NCTE, 1974, 248pp.

Joos, Martin. The Five Clocks. NCTE, 1961, 108pp.

Loban, Walter. Language Development: Kindergarten through Grade 12. NCTE, 1976, 144pp.

Loban, Walter. The Language of Elementary School Children. NCTE, 1963, 92pp.

Milosh, Jr., Joseph E. Teaching the History of the English Language in the English Language in the Secondary Classroom. NCTE, 1972, 93pp.

Nilsen, Alleen Pace, Bosmajian, Haig, Gershuny, Lee H. and Stanley, Julia P. Sexism and Language. NCTE, 1977, 203pp.

O'Donnell,. Roy C., Griffin, William J. and Norris, Raymond C. Snytax of Kindergarten and Elementary School Children. NCTE, 1967, 115pp.

Pooley, Robert C. The Teaching of English Usage: Second Edition. NCTE, 1974, 241pp.

Shane, Harold G. and Walden, James. Classroom-Relevant Research in the Language Arts. NCTE, 1978, 149pp.

Shuy, Roger W. Discovering American Dialects. NCTE, 1967, 68pp.

Weaver, Constance. Grammar for Teachers: Perspectives and Definitions. NCTE, 1979, 165pp.

Wiemann, Mary O. and Wiemann, John M. Nonverbal Communication in the Elementary Classroom. ERIC/RCS and SCA.E., 1975, 38pp.

Note: Many of the rest of these resources are not available through NCTE. Check each listing for its source.

Strand VII - Media Literacy

Chester, G., Garrison, G. R., and Willis, E. E. Television and Radio. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

Cramer, Ward. Reading Beyond the Lines. Portland, Maine: J. Weston Walch, 1973.

Crone, Tom. What's Going On Here: A Study of Media and Propaganda. St. Paul, MN: E.M.C. Corporation, 1972.

Davis, Robert E. Introduction to Filmmaking. Urbana, Ill: National Council of Teachers of English, 1975, 45pp.

Foster, Harold M. The New Literacy: The Language of Film and Television. Urbana, Ill.: National Council of Teachers of English, 1979, 72pp.

Kane, Heidi L., ed. Critical Television Viewing: A Language Skills Work-a-Text. New York, N.Y.: Cambridge, 1980.

Kruse, Benedict. Journalism: Print and Broadcast. Chicago, Illinois: Science Research Associates, Inc., 1979.

Littell, Joseph Fletcher. Coping With Television. Evanston, Illinois: McDougal, Littell and Company, 1973.

Lowell, Stephen S. The Newspaper Comes to the Classroom. Portland, Maine: J. Weston Walch, 1973.

Mogel, Leonard. The Magazine: Everything You Need to Know to Make It In the Magazine Business. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1979.

Sandman, Peter M., Rubin, David M., and Sachsman, David B. Media: An Introductory Analysis of American Mass Communications. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.

Schrank, Jeffrey. T.V. Action Book. Evanston, Illinois: McDougal, Littell and Company, 1974.

Schrank, Jeffrey. Understanding Mass Media. Skokie, Illinois: National Textbook Company, 1975.

Smith, Robert Rutherford. Beyond the Wasteland: The Criticism of Broadcasting. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1976.

Stevens, Paul. I Can Sell You Anything. New York, N.Y.: Wyden, 1972.

Whiteside, Thomas. "Onward and Upward With the Arts: The Blockbuster Complex." The New Yorker Magazine, Sept. 29, 1980, pp48; Oct. 6, 1980, pp63-146; Oct. 13, 1980, pp52-143.

Walker, H. Thomas & Montgomery, Paula. Teacher Media Skills. Libraries Unlimited, 1977.

This book presents a model for integrating media skills instruction into the teaching process.

Strand VIII - Resource Use

Corbin, Richard and Jonathan Corbin. Research Papers: A Guided Writing Experience for Senior High School Students. Urbana, Ill: National Council of Teachers of English, 1978, 15pp.

All the steps of the research paper process are outlined in handy booklet form.

Hart, Thomas L., ed. Instructional in School Media Center Use. Chicago: American Library Ass'n., 1978, 230pp.

PP 123-134 contain suggestions and resources (4-12) for directing classroom resource projects.

Kraus, W. Keith. *Murder, Mischief and Mayhem: A Process for Creative Research Papers*. Urbana, Ill: National Council of Teachers of English, 1978, 149pp.

Kraus suggests specific exercises designed to familiarize students with the difficulties peculiar to newspaper research.

Nordling, Joanne. *Dear Faculty: A Discovery Method Guidebook to the High School Library*. Westwood, Mass: Faxor, 1976, 163pp.

More advanced resource book designed to direct research projects involving the multiple uses of standard library reference texts.

Walker, H. Thomas, and Montgomery, Paula Kay. *Teaching Media Skills: An Instructional Program for Elementary and Middle School Students*. Littleton, Colo: Libraries Unlimited, 1977. 189pp.

Contains exercises for introducing students to basic research and reporting skills.

Wehmeyer, Lillian Biermann. *The School Librarian as Educator*. Littleton, Colo: Libraries Unlimited, 1976, 266pp.

For grades 4-5. Learning sheets and games are used to introduce library skills.

Curriculum Publications

Glatthorn, Allan A. *A Guide for Developing an English Curriculum for the Eighties*. Urbana, Ill: National Council of Teachers of English, 1980, 143pp.

Mandel, Barrett J. ed. *Three Language - Arts Curriculum Models: Pre-Kindergarten through College*. Urbana: Ill.: National Council of Teachers of English, 1980, 255pp.